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ABSTRACT

Based on information culled from alumni questionnaires, this report provides information about graduates of Hampton Institute and their opinions in the following areas: (1) reason for enrolling in Hampton Institute; (2) field of study; (3) highest degree earned; (4) marital status; (5) attendance of family members; (6) attitudes towards the program of study; (7) reports in the news media; (8) use of undesignated money; (9) campus visitation; (10) alumni association programs; (11) encouraging attendance; (12) financial support; (13) employment and income. (WI)

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ED166306

HAMPTON INSTITUTE

ALUMNI CENSUS - FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DECEMBER, 1978

RONALD L. BRAITHWAITE, DIRECTOR

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INTRODUCTION

For more than a half century, matriculation at an institution of higher education almost guaranteed an increase in the employability and upward mobility of graduates. Current preceptions of the worth and value of college training have come into question from both the private and public sectors. To a large degree, institutions of higher education have been, at best, impotent in responding to this severe challenge to their existence.

A 1973 Carnegie Commission report indicated that the benefits of attending college far outstrip any advantages of not matriculating in terms of learning, earning, and more than likely, getting the most out of life. Manpower studies have reinforced doubts of academic relevance with projections of distorted supply and demand. These have been generally accompanied by dire warnings that graduates face very bleak employment prospects, including warnings that some graduates may not find employment in their fields of study or that they may have to settle for jobs below their educational training and capacity. Still others may not find a job at all.

Two years ago, Newsweek contended:

> "Most experts are persuaded that the straight economic argument against college is going to be valid for some time. They think that the traditional college education may never again hold out the automatic financial rewards, job security and upward mobility it once promised."

The Southern Regional Education Board (SREB) has responded to this challenge with a report of its own. The report notes that the "focus on consumerism and the demand for economic efficiency requires close attention to these issues. The academic community has within its own ranks, the potential for self-generated reform." In its priorities statement, the SREB says, "Reform should be based on a systematic assessment of educational outcomes and impacts which should lead to improved faculty performance and productivity."

The SREB impact statement stressed the importance of acquiring follow-up information on graduates from institutions of higher education. The article posits that such follow-up is a methodology which can be used as an outcome measure of academic effectiveness. In the spirit of this call, the Research and Evaluation Consultation Office of the Hampton Institute Educational Resources Center initiated a full-scale Alumni Census study. The study was undertaken from the prespective that the acquisition of systematic assessments can greatly enhance the quality of decision-making and provide a framework in which informed judgements can be made concerning Hampton Institute's curriculum, alumni affairs, and student development.

METHODOLOGY

The procedures used in this study conformed to professional and conventional population survey practices. Essentially the survey sought to acquire responses from each graduate for which an address was available. No sampling of graduates was conducted; rather an identified population of graduates with a current known address were sent a copy of the "Alumni Census" questionnaire. Ninety-five hundred questionnaires were mailed to alumni listed in the master file at the Hampton Institute Alumni Affairs office. Undelivered mailed questionnaires and incorrectly addressed forms were not returned to the investigator. Furthermore, some of the addressees may be deceased. An estimated 14.5% of the mailed questionnaires can be categorized as nondeliverable for one or more of the cited reasons. Therefore, of the estimated 8,123 delivered, there were 1,582 responses. This latter number represents approximately a 20% responses rate. The results of this study cannot be said to be totally representative of the entire population of graduates because of the relatively low response rate. However, the data acquired does offer some very colorful and descriptive information concerning 1,582 of Hampton Institute's graduates.

Basic Analysis Strategy

The basic analysis strategy for interpreting the data involved (1) presenting an overall description of those responding to the questionnaire, and (2) stratefying or dividing those responding to the questionnaire into three distinct eras in the life of the college. This latter procedure involved stratifying the responding subjects into those graduating on or before 1959, those graduating between 1960 and 1969, and those graduating after 1970. Within these three time periods, there were 897, 279, and 252 respondents, respectively. Some 154 respondents failed to indicate their year of graduation. Frequency distributions and cross-tabulations are essentially the analytic techniques used for explaining the data. Graphs and histograms are also presented to give a visual perspective of the information. It is important to reinforce the point that this data is not representative of the entire Hampton Institute alumni, due to the low response rate. However, the data is representative of only those subjects choosing to respond to the Alumni Census. Most of the information that follows in this report will summarize percentages and the occurrence of joint distributions which are indicated by the cross-tabulation tables.

Reason for Enrolling at Hampton Institute

The following represents the number and percentage of the reasons indicated for enrolling at Hampton Institute. Family influence ranked first on the list, with 37 percent or 586 of the respondents. This is well above the 8.8 percent or 547 entering Freshmen who indicated that

family influence permeated their choice in the fall of 1977.[1] The philosophy of the institution was a major factor in the choice of thirty percent or 476 respondents. The data shows only five percent indicated that they had no other option.[2]

Association with friends	447	23%
Association with faculty	93	6%
Suggestion by family member	586	37%
Philosophy of institution	476	30%
Convenience of location	266	17%
Receipt of scholarship	226	14%
Acceptance of transfer credit from another institution	61	4%
Size and closeness of Hampton family	299	19%
Had no other options	83	5%

Of the total 1,582 respondents, the following numbers represent indications of the type of financial support which alumni had while attending Hampton Institute.

Student loan (administered by college)	191	12%
Student loan (private sources)	140	9½%
Scholarship award (academic)	441	28%
Scholarship award (athletic)	41	2½%
Grant, fellowship, assistantship	210	13%
Part-time employment	728	46%
Veterans benefits	147	9%

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[1]Survey data reported jointly by Cooperative Institutional Research Program, and American Council on Education and the University of California, Los Angeles.

[2]Percentages do not total 100%, since respondents could check more than one response category.

Field of Study

As Figure I indicates, 21 percent of the graduates chose to major in education and 25 percent in the social sciences. In areas such as business and pure and applied sciences respectively, the responses were approximately 15 percent and 18 percent. Eleven percent majored in the fine arts and approximately nine percent had other major areas of concentration.

Figure I

Undergraduate Majors for Total Population

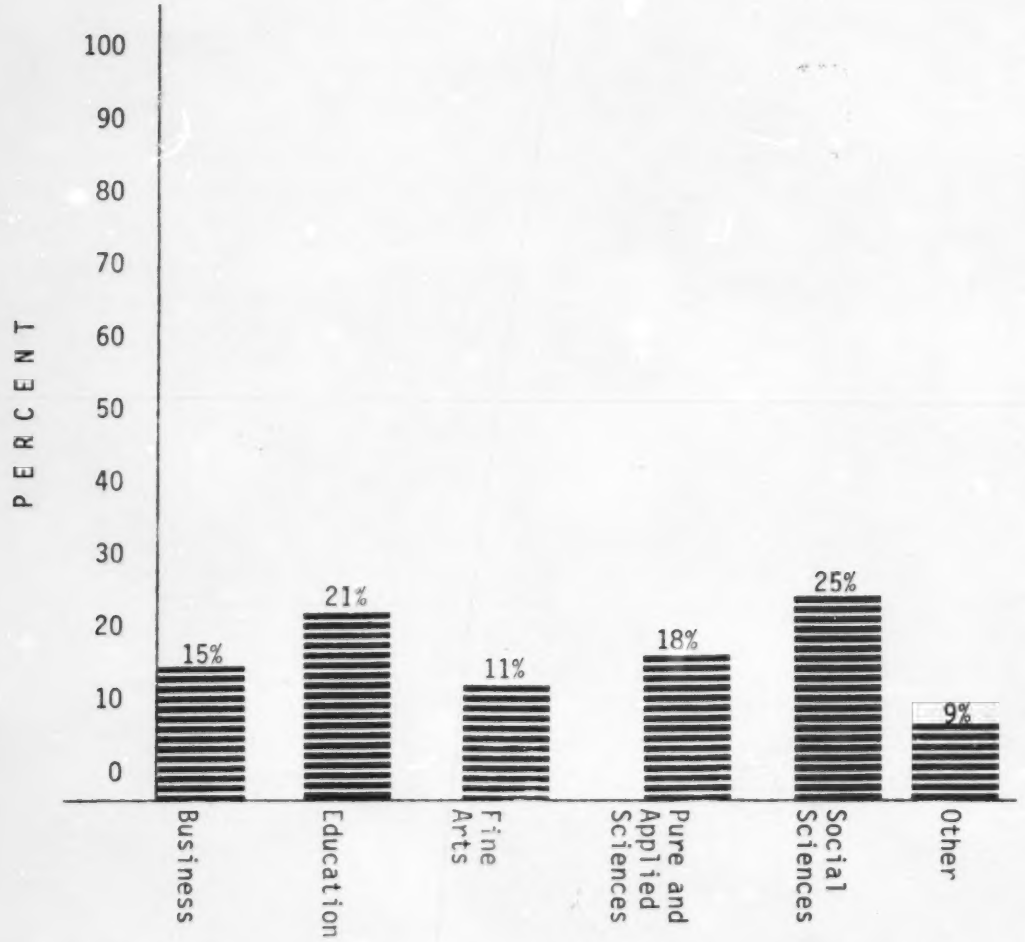


Table I examines field of study across the three graduation ERAS. For example, of those persons who completed their academic programs between 1970-77, approximately 20 percent chose education as their field of study, and 25 percent chose the social sciences. In comparing majors declared over time, the data indicates that there was not much of a change relative to students' majors. This represents a rather interesting finding particularly when examining field of study for those persons who graduated in 1959 or earlier. That is, for these

persons, roughly 22 percent chose education and 24 percent chose the social sciences. There was a rather dramatic shift in the pure and applied sciences, within the 1960-69 period. During this time period, 25 percent of those responding majored in this area as opposed to 19 percent in the 1970-77 period and 16 percent in 1959 or earlier. This shift may be accounted for in part by the emphasis at the national level on the aerospace industry.

Table I further shows a slight fluctuation in the fields of study over time. Approximately 24 percent of those individuals who completed their academic programs between 1901 and 1959 selected the social sciences as their field of study; this percentage increased to 25 percent for both periods of 1960 through 1969 and 1970 through 1977. Education as a field of study was selected by 22 percent of those individuals who matriculated at Hampton Institute during the period of 1901-1959; this percentage decreased to 19 percent for the period 1960-1969 and increased to 20 percent for the period 1970-1977. Business as a field of study was chosen by 15 percent of the individuals during the period of 1901-1959; this percentage decreased to 14 percent for the period of 1960-1969 and increased to 19 percent during the period of 1970-1977. The largest fluctuation occurred in the pure and applied sciences where in this chosen field of study there was a dramatic shift from 16 percent of individuals for the period 1901-1950 to 25 percent for the period 1960-1969, and a decrease to 19 percent for the 1970-1977 period. This increase of 9 percent between the periods of 1901-1959 and 1960-1969 could very well be attributed to the National Defense Education Act of 1958. (See Table I)

Table I

Undergraduate Major by Era's

	1970-1977		1960-1969		1901-1959	
	#	%	#	%	#	%
Business	48	19	39	14	145	15
Education	49	20	53	19	220	22
Fine Arts	41	17	42	15	90	9
Pure & Applied Sciences	47	19	69	25	157	16
Social Sciences	61	25	70	25	241	24
Graduate Studies	0	0	0	0	0	0
Other	2	1	2	1	139	14
TOTAL #	248		275		992	

Highest Degree Earned

Many of Hampton's graduates continued their education beyond the undergraduate level. Figure II illustrates that 70 percent of the respondents earned a Masters degree in some field, and roughly 9 percent attained a doctorate. This percentage seemed to be rather consistent across eras as well. Of persons who graduated in 1959 or earlier, 71 percent completed graduate work at the Masters level; similarly in the 1960-1969 period, 70 percent did so, and in the 1970-1977 period 67 percent earned a Masters degree. More persons in the 1960-1969 period earned doctorates (11 percent) than in 1970-1977 (5 percent) or for persons in classes for 1959 or earlier (9 percent). The percentage of persons with medical degrees appears not to have shifted significantly. Of all persons responding, 4 percent obtained either a M.D. or D.D.S. degree. In 1959 or earlier, the percent was (5 percent); (4 percent) for 1960-1969, and (5 percent) for 1970-1977. Approximately 3 percent opted for law.

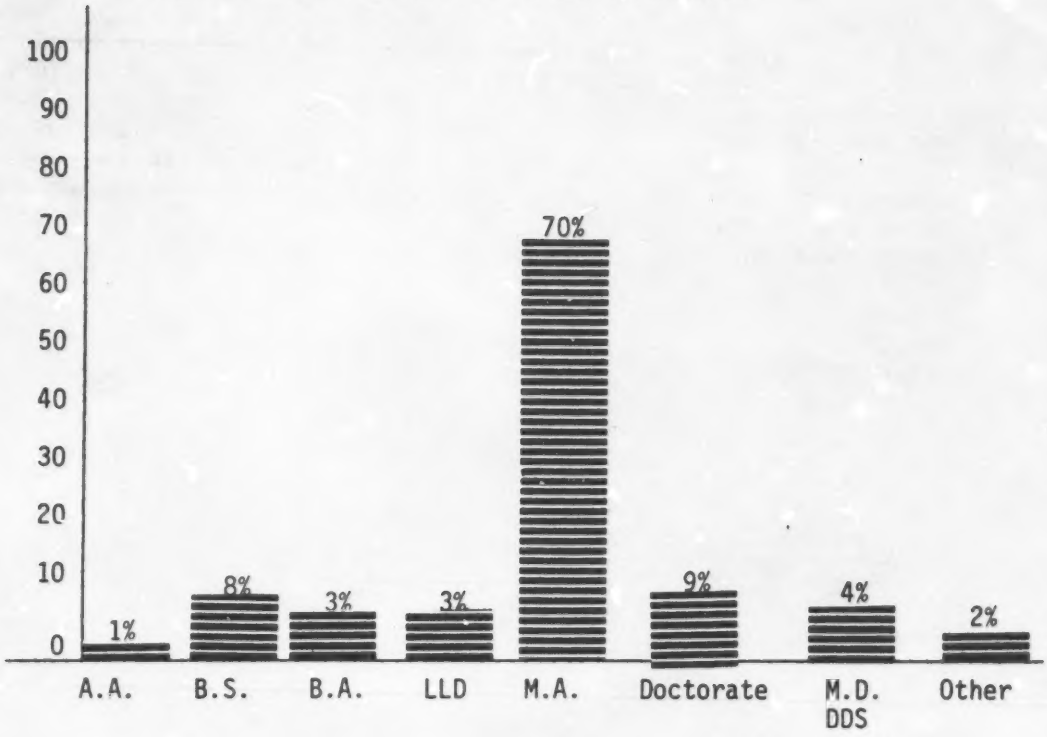
Table II

Highest Degree Earned by Era

Degree	1970-1977		1960-1969		1901-1959	
	#	%	#	%	#	%
Associate of Arts	3	3	-	-	9	1
Bachelor of Arts	4	4	7	4	13	2
LLD or Juris Doc	8	8	8	5	11	2
Master of Arts	71	67	118	70	436	71
Doctorate	5	5	19	11	55	9
MD or DDS	5	5	6	4	29	5
Bachelor of Science	8	8	8	5	51	8
Other	2	2	3	2	12	2
Total #	106		169		616	

Figure II

Highest Degree Earned For Total Population



This data supports the institution's decision to increase and encourage further attainment of profitable knowledge. Hampton Institute encourages all of its students not to stop here - but to think of Hampton Institute as providing only a sound and firm base for advanced study.

The consistency of alumni in attaining Master degrees also is supportive of the premise that Hamptonians young and old continue to believe that education does not have to stop with graduation from this facility.

DEMOGRAPHIC CHARACTERISTICS

Marital Status

During the period the survey was administered, 66 percent of persons replying indicated that they were married. Fifteen percent have remained single, while 8 percent expressed that they were divorced.

The survey also attempted to discern of those persons married, what percent had spouses who were also HI graduates. Overall, a third of HI's graduates had spouses who were also graduates of the institution. On the average, most had one or two children.

The largest number of single individuals are in the 1970-1977 period; whereas, the largest number of married and divorced persons are in the 1901-1959 period. (See Table III)

Table III

Marital Status By Era

Marital Status	1970-1977 #	1970-1977 %	1960-1969 #	1960-1969 %	1901-1959 #	1901-1959 %
Single	118	47	36	13	76	7
Married	107	43	201	72	726	70
Widowed	4	2	4	1	124	12
Separated	9	4	12	4	19	2
Divorced	13	5	26	9	93	9
TOTAL #	251		279		1038	

Attendance of Family Members

On the average, alumni have one or two children. Without regard to the age differential, 7 percent of their children are currently attending Hampton Institute and 25 percent of their children have attended and/or graduated from their alma mater. Family attendance is manifested in that 12 percent of the alumni indicated that one of their parents had attended this institution, and 4 percent stated both parents had attended; whereas, 59 percent indicated that relatives had attended Hampton Institute.

Attitudes Toward Program

There were a number of questions included in the survey which attempted to determine how the alumni on the whole felt about their experience at H.I.

Specifically, persons were asked to reflect on the training they had received and indicate whether they were pleased and whether the training had been advantageous. Ninety-five percent of the persons responding indicated that they felt their HI training had been advantageous, and that they were pleased to have attended. Similar response patterns were consistent across all three eras.

Also, when asked whether they thought small colleges such as HI were too personal, 97 percent of 1,519 alumni disagreed.

Sentiments regarding other aspects of HI were also assessed. For example, 77 percent of 1,203 respondents felt that HI's programs today were about right. Twelve percent felt they were too liberal and 11 percent felt HI was too conservative.

For athletics, approximately 34 percent felt that this program was underemphasized; 3 percent felt that it was overemphasized, while 64 percent indicated that the program was about right. These results are based on 1,208 responses. Ratings by 1,188 Alumni on professional training indicated that 67 percent felt that these program offerings were about right; twenty-nine percent responded that it was underemphasized and 4 percent indicated an overemphasis.

One thousand and seventy-eight alumni rated the emphasis on liberal arts training. Seventeen percent indicated an overemphasis, 9 percent indicated an underemphasis; while 74 percent indicated that the emphasis is about right.

Table IV

Rating of H.I. Programs

	Overall Results		Breakdown 1970-1977		1960-1969		1901-1959	
	#	%	#	%	#	%	#	%
Feelings About Programs								
Too Liberal	139	12	18	8	17	8	104	14
Too Conservative	137	11	56	25	34	16	47	6
About Right	927	77	150	67	160	70	617	80
Totals	1203		224		211		668	
Athletics								
Overemphasize	31	3	9	4	5	2	17	2
Underemphasize	409	34	118	52	77	35	214	28
About Right	768	64	99	44	135	62	534	70
Totals	1208		226		217		765	
Professional Training								
Overemphasize	43	4	5	2	6	3	32	4
Underemphasize	345	29	101	44	69	33	175	24
About Right	800	67	126	54	137	65	537	72
Totals	1188		232		217		744	

Table IV (Continued)

Rating of H.I. Programs

	Overall Results		Breakdown 1970-1977		1960-1969		1901-1959	
	#	%	#	%	#	%	#	%
Liberal Arts Training								
Overemphasize	202	17	45	20	32	16	125	17
Underemphasize	102	9	31	14	15	7	56	8
About Right	874	74	151	67	159	77	564	76
Totals	1178		227		206		744	

Graduates overwhelmingly share a strong feeling about HI regardless of highest earned degree. Of 865 respondents who described their feelings towards the college, 97 percent indicated that the training received as undergraduates has been an advantage and that they are pleased to have had an opportunity to attend the college. Some 90 percent of the respondents had received degrees from HI and 84 percent of the alumni had not attended any other institution of higher education prior to enrolling in Hampton. Of 1,582 respondents, 854 indicated the year in which their highest degree was earned.

Reports in News Media

Alumni were also questioned about the types of news items about HI that would be of interest to them. Of the total 1,582 respondents, the following ranking by priority emerged:

	Number	Percent
Academic Programs	1060	67
Higher Education in general	922	58
Cultural Events	870	55
Research Activities	838	53
Professional seminars/workshops	838	53
Athletic Events	790	50
Faculty News	628	40
Student News	10	38

Use of Undesignated Money

Alumni feel that undesignated money given by them to Hampton Institute should be used first, for improving classroom instruction; second, for supporting financially needy students; third, for providing tutorial assistance to the educationally disadvantaged; fourth, for providing research grants to faculty; and fifth, for constructing new buildings and for providing athletic scholarships.

Approximately 1,300 respondents were asked to prioritize a list of six program areas which should most benefit from undesignated funds given to the college. Following is the results:

Rank I	• Improving classroom instruction	56%
Rank II	• Supporting financially needy students	38%
Rank III	• Providing tutorial assistance to the educationally disadvantaged	31%
Rank IV	• Providing research grants to faculty	27%
Rank V	Tied	
	• Providing athletic scholarships	35%
	• Constructing new buildings	35%

Both providing of athletic scholarships and construction of new buildings were tied, with 35 percent agreement on a priority rank of fifth.

Campus Visitation

Alumni who have visited the campus since graduation have generally returned for social events. Most alumni returned to attend a homecoming, first; a class reunion, second; and an athletic event, third. Smaller numbers have visited a faculty member, attended concerts, attended professional meetings, attended performing arts productions, and/or attended classes. Alumni were queried about their reasons for visiting the HI campus since graduation. Among the 1,582 respondents, homecoming rated highest. Ranked in order of magnitude, the respondents indicated:

	Number	Percent of Total
To attend homecoming	1000	63
To attend class reunions	725	46
To attend athletic events	668	42
To visit faculty and/or staff	591	37
To attend concert/lecture series	390	25
To attend professional meetings	326	21

	Number	Percent of Total
To attend performing arts production	302	19
To attend classes	224	14

Alumni Association Programs

Alumni interest in Alumni Associations programs ranged from a low of 8 percent to a high of 59 percent. Considerable interest in planned Alumni Club activities in hometown areas was expressed by 49 percent of the respondents. Some interest in fund raising was expressed by 53 percent of the respondents, 51 percent expressing some interest in public relation activities, and 47 percent expressing some interest in student recruitment activities. "No interest" in organizing Parent Clubs was indicated by 59 percent of the respondents.

The following summary reflects respondents' interest in Alumni programs:

		Considerable Interest	Some Interest	No Interest
N = 1205	Planned Alumni Club Activities in Your Area	590/49%	521/53%	94/8%
N = 1027	Fund Raising	329/32%	545/53%	153/15%
N = 1066	Student Recruitment Activities	474/44%	504/47%	88/8%
N = 844	Organizing Parent Clubs	82/10%	268/32%	494/59%
N = 1029	Public Relations Activities	368/36%	525/51%	135/13%

The fluctuating size of the N = value, indicates the differing total number responding to each of the above five Alumni Association program areas.

Encouraging Attendance

Responses indicate that 52 percent of the alumni frequently encourage a promising young person to consider attending Hampton Institute; 43 percent occasionally encourage attendance at Hampton Institute. For example, 62 percent responded that they would encourage a promising youngster to attend HI, while 31 percent responded that they would consider it. Only 7 percent suggested they would not encourage attendance.

The question "If your children will attend college in the future, will you encourage attendance at HI?" brought 727 responses. Of that number, 62 percent indicated they would while 31 percent said "maybe" and 7 percent indicated that they would not encourage such attendance. (Table 5)

Table V

Will Encourage Attendance By Era

Will Encourage H.I. Attendance	1970-1977 #	1970-1977 %	1960-1969 #	1960-1969 %	1901-1959 #	1901-1959 %
Yes	36	46	107	54	305	68
No	10	13	3	2	39	9
Maybe	32	41	89	45	106	24
Total #	78		199		450	

In each of eight income categories, over 50 percent of those responding indicated that they would encourage attendance at HI. Within the $15,000-$19,000 income category, respondents were more likely to encourage attendance than those in the other income categories. Cross tabulations on alumni earned income by encouragement of others to attend HI was revealing.

ALUMNI SUPPORT

Financial Contribution

Hampton's alumni appear to remain financially supportive of the institution. When asked whether they had contributed to HI, the following percentages resulted; frequently - 37 percent; occasionally - 51 percent; and never - 12 percent. Eighty-eight percent of the respondents have contributed at one time or another. Persons who appear to be most supportive were in classes during the 1901-1959 era. (See Table VI)

Incidentally, persons who felt that their training at HI had not been advantageous and that they should have attended elsewhere still contribute financially. Ninety-five percent of persons who graduated in 1959 or before, regardless of feelings, indicated that they had contributed financially.

The data indicates that of 1,533 respondents, 66 percent were married. Within this group, 38 percent are frequent contributors, 51 percent are occasional givers, and only 11 percent never contribute.

Roughly 40 percent of persons in the 1960-1969 era and approximately 66 percent in the 1970-1977 era contributed regardless of feelings. Consequently, this data suggests that HI's alumni remain somewhat loyal inspite of attitudes regarding the institution. Obviously, however, the largest group of contributors are those persons who maintain positive attitudes regarding the institution.

It is interesting to note that of the frequent givers to Hampton Institute, 30 percent earn between $15,000 and $20,000 annually, (N=1310). Within this same income group, 56 percent of 415 respondents indicate that they will frequently encourage a promising youth to attend HI. Overall, 63 percent of the frequent givers encourage promising youth to attend the college. This compares with 48 percent of the occasional givers who recruit for the college and 35 percent of those who fail to contribute financially to HI, but still encourage high potential youths to attend. These results are based on 553, 751, and 188 frequent, occasional, and never contributed categories, respectively.

Of 445 alumni who frequently contribute to Hampton Institute, 64 percent take considerable interest in planned alumni activities, while 33 percent express some interest and 3 percent express no interest in the planned activities.

Table VI

Financially Contributed To H.I.

Financially Contributed	1970-1977 #	1970-1977 %	1960-1969 #	1960-1969 %	1901-1959 #	1901-1959 %
Frequently	34	14	52	19	484	47
Occasionally	122	50	159	59	503	49
Never	86	36	59	22	47	5
TOTAL #	242		270		1034	

Overall, 88 percent of the respondents indicated that financial contributions have been made. This figure represents a rather high percent. Once again, it is substantiated that Hamptonians remain supportive of their alma mater.

Additional information from the Office of Alumni Affairs indicate that alumni giving has increased over the past three years. H.I. alumni gave an average of $86 in 1975, $114 in 1976, and $122 in 1977. The national average of giving by alumni is $40.

GRADUATES ASSESSED

Employment

Table VII provides a cross tabulation of undergraduate majors (horizontal line) of the alumni with their current fields of employment (vertical line). The table indicates that 70.6 percent of those individuals who majored in business are employed in a business field, that 84.0 percent of the education majors are employed in an educational field, that 42.1 percent of the fine arts majors are employed in an area of fine arts, that 67.5 percent of the pure and applied science majors are employed in a related area, and 65.7 percent of the social science majors are employed in a social science field. These percentages are rather consistent across the three time periods.

Table VII

Field of Employment By Undergraduate Major

Field of Employment	Business		Education		Fine Arts		Pure & Appl. Sci.		Social Science	
	#	%	#	%	#	%	#	%	#	%
Business	132	70.6	6	2.5	8	6.3	21	9.2	17	6.2
Education	23	12.3	199	84.0	35	27.8	25	11.0	72	26.3
Fine Arts	4	2.1	5	2.1	53	42.1	1	.4	0	0
Pure & Appl. Sci.	2	1.1	3	1.3	4	3.2	154	67.5	5	1.8
Social Science	26	13.9	24	10.1	26	9.2	27	11.8	180	65.7
TOTALS #	187	100.0	237	100.0	126	100.0	228	100.0	274	100.0

For 1,189 respondents, the following is a percentage breakdown regarding their current discipline employment status:

	N=	Percent
Business	193	16
Education	391	33
Fine Arts	65	5
Pure and Applied Sciences	176	15
Social and Environmental Sciences	305	26

Income

The survey also attempted to ascertain some indication of the impact which H.I. had on its graduates by examining their incomes. Based on the total sample, approximately a third of the respondents fall in the income category ranging from $15,000-$19,999, while 18 percent earn between $20,000-$24,999; 4 percent earn $35,000-$50,000 and 2 percent earn over $50,000.

Table VIII provides a breakdown of yearly earnings by the year respondents graduated. The percentages in the $15,000-$19,999 category appear to be quite similar. However, the percentage of persons in this income category between 1960-1969 is roughly 41 percent. It is also of interest that these classes had significantly fewer people (2%) with incomes of $5,000 and under. The 1970-1977 classes also appear to have significantly fewer persons (12%) with incomes ranging between $20,000-$34,999 as compared to the other classes. Overall, few graduates have incomes over $50,000.

Table VIII

Yearly Salary Range Breakdown By Era

Earned Income

Salary Range	Overall Results #	%	1970-1977 #	%	1960-1969 #	%	1901-1959 #	%
Under 5,000	80	6	22	10	4	2	54	6
5,000-9,999	227	17	52	23	25	10	150	18
10,000-14,999	130	10	54	24	31	12	45	5
15,000-19,999	433	33	67	30	102	41	264	31

Table VIII (Continued)

Yearly Salary Range Breakdown By Era

Earned Income

Salary Range	Overall Results #	%	1970-1977 #	%	1960-1969 #	%	1901-1959 #	%
20,000-24,999	237	18	16	7	47	19	174	20
25,000-34,999	153	11	12	5	32	13	109	13
35,000-50,000	51	4	3	1	6	2	42	5
Over 50,000	20	2	0	0	2	1	18	2
TOTAL #	1331		226		249		856	

Of the 15 percent who studied business, approximately 57 percent have incomes ranging from $15,000-$24,999. Of the 21 percent of persons who matriculated in education, a little over 50 percent fall into this income category. Forty-seven percent of social science majors are similarly in this category.

The data were also examined to contrast earnings with fields of study. What appears readily discernable is that regardless of a person's field of study, approximately 50 percent or more have incomes ranging from $15,000 to $25,000. Those persons who appear to earn less on the average chose education and fine arts as a field of study. For example, 81 percent of the respondents who chose majors in the social sciences earn less than $20,000 per year as opposed to 57 percent of business majors who earn more than $20,000 per year.

A cross tabulation of undergraduate majors by earned income shows that regardless of an individual's undergraduate major, approximately 50 percent of the respondents earn between $15,000-$24,999 yearly and that 11.8 percent earn between $25,000-$34,999 yearly (Table IX). There are more individuals who majored in fine arts, education, and social science and are earning less than $15,000 yearly than those who majored in business and the pure and applied science, and social science are earning more than $24,999 yearly which exceeds the number of individuals in this same income bracket who majored in education and fine arts. However, the larger number of individuals earning between $15,000 and $24,000 yearly majored in education and social sciences.

Table IX

Undergraduate Major By Earned Income

Undergraduate Major	Under 5,000		5,000 9,999		10,000 14,999		15,000 19,999		20,000 24,999		25,000 34,999		35,000 50,000		Over 50,000	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business	3	1.5	23	22.6	18	9.0	74	37.2	41	20.6	25	12.6	10	5.0	5	2.5
Education	15	5.4	68	24.5	27	9.7	98	35.3	43	15.5	23	8.3	4	1.4	0	0.0
Fine Arts	11	7.7	32	22.4	22	15.4	51	35.7	12	8.4	11	7.7	3	2.1	1	.7
Pure & Appl. Sciences	11	4.6	23	9.7	24	10.1	69	29.1	44	18.6	41	17.3	15	6.3	10	4.2
Social Sciences	20	6.5	52	16.8	32	10.4	89	28.8	57	18.4	40	12.9	16	5.2	3	1.0
Other	10	8.7	20	17.4	3	2.6	39	33.9	29	25.2	11	9.6	2	1.7	1	.9
TOTAL #	70		218		126		420		226		151		50		20	

The field of study as undergraduates seems to have little impact on the earning power of respondents. Approximately 47 percent are earning between $15,000 and $20,000 per year. With the exception of fine arts majors where 35.7 percent of the graduates are earning within that range, this trend holds across eras. These percentages are based on 1,281 responses.

Salary earned by degree was also examined. Table X indicates that the higher the degree earned, the higher income. For example, 39.6 percent of persons with a B.S. degree have incomes ranging from $15,000-$19,999 category. Comparatively speaking, there are fewer persons with Master degrees in the $15,000-$19,999 category (34.5%), but a significantly higher number (21.2%) in the $20,000-$24,999 category.

Among persons with doctorates, the income distribution skews more positively. There are fewer persons in the $15,000-$19,000 category (21.1%); well over 50 percent have incomes ranging from $20,000-$34,999. On the whole, however, H.I. graduates appear to be doing as well as other college graduates when income is examined.

Table X

Highest Degree Obtained By Earned Income

Degree Obtained	Under 5,000		5,000 9,999		10,000 14,999		15,000 19,999		20,000 24,999		25,000 34,999		35,000 50,000		Over 50,000	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Associate Arts	1	12.5	2	25.0	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5
Bachelor Science	2	3.8	15	28.3	4	7.5	21	39.6	7	13.2	2	3.8	2	3.8	0	0
Bachelor Arts	0	0	4	21.1	3	15.8	8	42.1	3	15.8	1	5.3	0	0	0	0
LLD-JD	1	5.3	0	0	1	5.3	7	36.8	2	10.5	5	26.3	3	15.8	0	0
Masters	16	2.9	79	14.3	52	9.4	190	34.5	117	21.2	77	14.0	17	3.1	3	.5
Doctorate	1	1.4	3	4.2	2	2.8	15	21.1	22	31.0	22	31.0	4	5.6	2	2.8
MD-DDS	2	5.9	2	5.9	0	0	1	2.9	2	5.9	6	17.6	11	32.4	10	29.4
TOTALS	23		105		63		243		154		114		37		16	

Summary/Profile

In summarizing the study, the following highlights are mentioned:

- Overall, the field of study persons chose appear to be rather evenly distributed. Education and the social sciences are the most popular areas. This relationship holds across all eras from 1959-1977.
- The majority of H.I.'s graduates continued their education by obtaining Masters degrees. This relationship also held across all classes 1959-1977. The era, however, during which most doctorates were earned was 1960-1969.
- Overall, 30 percent of H.I. graduates had spouses who also attended H.I.

- One-fourth of total respondents had children who attended H.I. and 7 percent have children attending presently. The majority of persons with children who attended H.I. at one time or another were alumni who graduated in 1959 or earlier. Thirty-two percent of respondents in this category had children presently attending.

- Over 50 percent respondents would encourage attendance at H.I.

- Twelve percent of all respondents had a single parent who attended H.I. and 4 percent had both parents attend. Seventy-two percent of all respondents reported that one parent had attended H.I., while 4 percent reported that both parents attended. However, 59 percent had a relative attend. More persons in the 1959 and before class had relatives attend (62 percent).

- Eighty-eight percent of all respondents have contributed money to the school at one time or another. Those who frequently contribute constitute 37 percent, while those who do so occasionally represent 51 percent of the sample. Persons in the 1960-1969 era appear to be the most frequent contributors.

- Persons most likely to contribute are in the income category ranging from $15,000-$19,999 and graduated between the 1960-1969 period.

- The events at H.I. which seem to attract most alumni to the campus for visits are homecoming and class reunions.

- Overwhelmingly, most alumni feel that they had good educational and academic experience at H.I. and are pleased they attended.

- Of those persons responding, the majority indicated that the emphasis on such programs as athletics, professional training and liberal arts training was about right and appropriately focused. A significant percentage of the graduates in the 1970-1977 era (52 percent) felt that athletics was underemphasized as well as the professional training (44 percent).

- Most alumni agreed that undesignated money should first be used to improve classroom instruction.

- Significant numbers of H.I. alumni attended originally because of family influence or as a result of an association with friends.

- A third of all graduates from 1959-1977 have incomes ranging from $15,999-$19,999.

Assuming that some general inferences from these data can be drawn, one can generally conclude that H.I. alumni, as a group, appear supportive and interested in the institution. Most would contribute financially; in fact, many have, despite negative attitudes towards the school. The data show that alumni are extremely loyal to school. Also, H.I. is one big family. A sizeable portion of its graduates would encourage their children to attend along with other promising youngsters. Further, it is characteristic of H.I. alumni that they tend to:

- Select Hampton Institute either because of suggestion of family members or association with friends.

- Choose an undergraduate degree in one of four major areas of study which appear to be rather evenly distributed among students.
- Obtain at least a Master's degree.
- Marry and have one or two children.
- Derive pleasure from having attended Hampton Institute and believe that training received has been advantageous.
- Find interest in reports in news media of Hampton Institute's academic programs and higher educatior in general.
- Desire that undesignated money be used for improving classroom instruction first, and for supporting financially needy students second.
- Return to the campus to attend a homecoming event.
- Express interest in Alumni Association Programs.
- Encourage a promising young person and/or an off-spring to consider attending Hampton Institute.
- Contribute financially to the college.
- Gain employment in a field that is directly related to the undergraduate major.
- Earn an income in the range of $15,000-$24,999 yearly.
- Contribute financially and encourage attendance to Hampton Institute--done more often by alumni earning in the range of $15,000-$19,999.

SUMMARY

Census taking in the academic arena has become increasingly complicated for most post-secondary institutions. While follow-up on graduates of an institution is a measure of program accountability; college graduates become highly mobile professionals and consequently are difficult to locate. While the response rate for this study leaves alot to be desired, the findings support many of the positive comments often expressed about Hampton Institute. The college seems to attract individuals who respond well to its academic program and its congenial atmosphere. The results indicate that graduates of Hampton Institute develop an unusual degree of loyalty to its alma mater. The census further reveals that regardless of year of graduation, graduates have a certain pattern of consistency in describing their feelings and attitudes towards Hampton Institute. This consistency engenders in one the tendency to conclude that Hamptonians, express similiar positive attitudes about the "Hampton Experience."

This study marks the first major undertaking of this nature, and while methodological limitations preclude any strong inferential statements about the Hampton Alumni, the results are encouraging and has enabled a base line to be established regarding how graduates assess their years at Hampton Institute.

This study reveals very succinctly that approximately seventy percent of the respondents earned a master's degree. Such a finding suggests that this institution has functioned as a feeder college for graduate and professional schools. Hence, reinforcing the observation that Black colleges are graduating disproportionately high numbers of Black students when contrasted with non-minority institutions.

In conclusion, overwhelmingly, most alumni feel that they had a fruitful academic and social experience at Hampton Institute and are pleased they attended.